DOCUMENT RESUME

ED 175 597 RC 011 504

AUTHOR Teeple, Berne, Ed.
TITLE Children's Interpretive Programs. National Park Service. National Capital Region. 1978-79.
SPONS AGENCY National Park Service (Dept. of Interior), Washington, D.C. National Capital Parks.
PUB DATE 79
NOTE 37p.

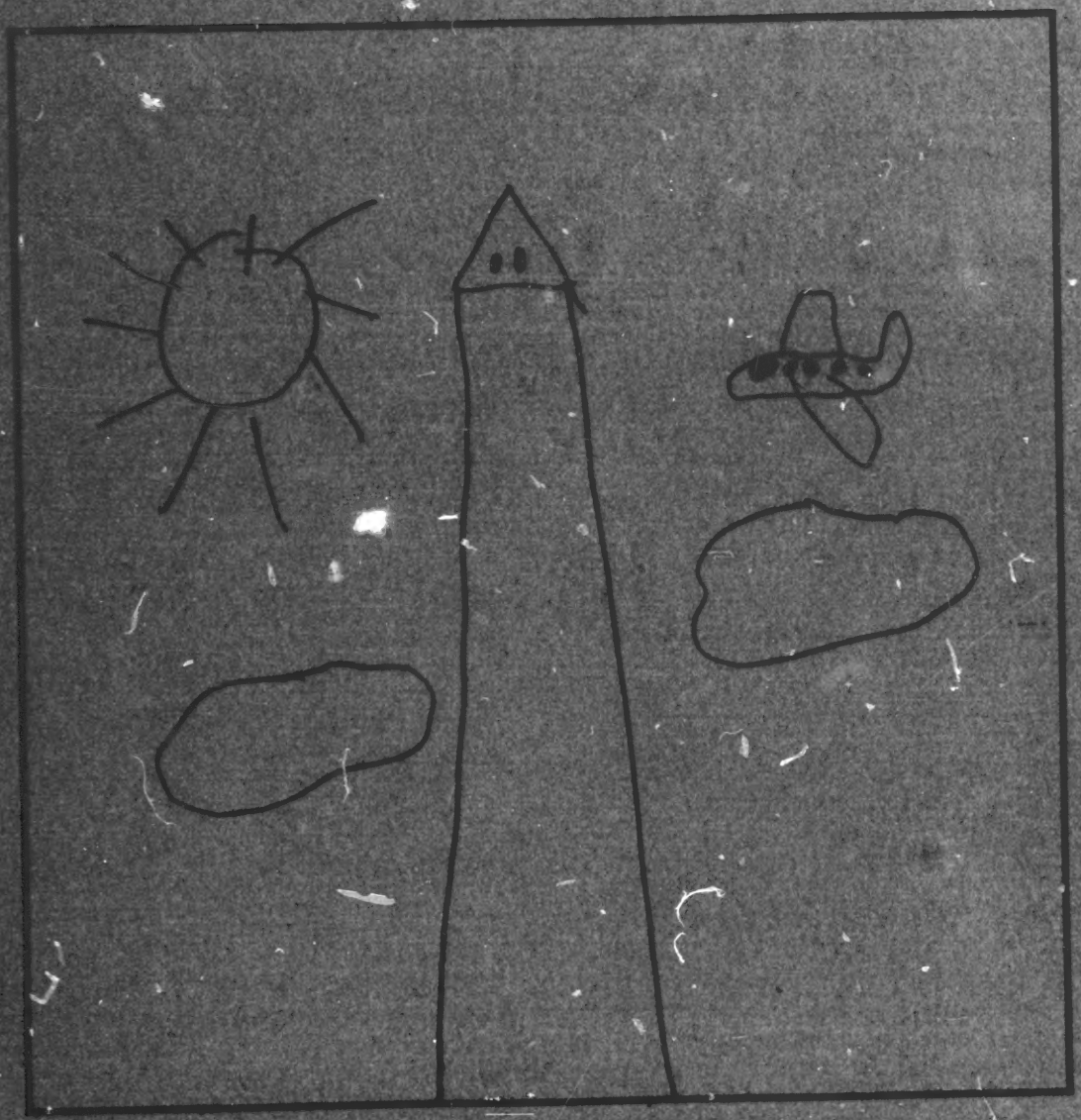
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS American History; Art Activities; Colonial History (United States); *Educational Programs; Educational Resources; Environmental Education; *Experiential Learning; *Field Trips; Group Activities; Handicrafts; Learning Activities; Museums; *Outdoor Education; *Parks; Special Programs; Student Participation; Summer Programs
IDENTIFIERS *District of Columbia; *Interpretive Programs

ABSTRACT

Children's park programs in and near the District of Columbia are listed in this directory which is designed for people who plan field trips for children and people interested in developing similar programs. The directory describes more than 80 programs conducted in 30 parks and gives age ranges, schedules, and phone numbers for obtaining further information. Most programs stress active participation; most provide opportunities to study nature and the environment, to participate in the creative arts, or to learn about early American life. Activities include nature walks, films, theater for and with children, a wide variety of crafts, a solar energy workshop, and an overnight experience as an 1890s farm hand. At Manassas Battlefield Park and Antietam Battlefield, children (and adults) learn about the Civil War through hands on demonstrations of muskets and cannons, walks through battle sites, and evening campfires with Civil War songs, stories, and refreshments. Program complexity ranges from guided tours to a gardening project in which student involvement begins with spring planting and extends through fall harvest. Several programs provide teaching guides and classroom materials to help children prepare for and review their trip. The directory concludes with suggestions for working with children in experiential programs and a bibliography for program leaders. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED175597



Children's Interpretive Programs

national park service national capital region 1978

SP 014 504

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

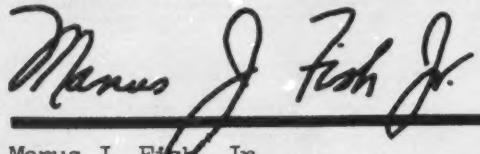
JUL 1979
ERIC/CRESS
RECEIVED

Contents

ANTIETAM BATTLEFIELD	301-977-1133	1
BRANCH OF COMMUNITY SERVICES	202-426-6770	3
CATOCTIN MOUNTAIN PARK	301-824-2574	4
C & O CANAL	301-948-5641 202-432-2231	5
NATIONAL CAPITAL PARKS EAST	301-763-5932 301-763-1770	6
OXON HILL FARM	301-839-1177	6
FORT DUPONT ACTIVITY CENTER	202-426-7723	7
KENILWORTH PARK	202-426-6945 202-426-6905	7
ANACOSTIA PARK	202-581-0550	
Ice skating rink	202-581-0199	
Roller skating pavillion	202-472-3869	
Pottery program	202-472-3873	
FORD'S THEATRE	202-426-6924	8
GEORGE WASHINGTON MEMORIAL PARKWAY		8
ARLINGTON HOUSE	703-557-3154	8
CLARA BARTON HOUSE	301-492-6245	9
GLEN ECHO PARK	301-492-6282	10
GREAT FALLS, VA	703-759-2925	11
THEODORE ROOSEVELT ISLAND	202-426-6922	15
TURKEY RUN	703-557-1356	15
GREENBELT PARK	301-344-3948	17
HARPERS FERRY NATIONAL HISTORICAL PARK	304-535-6371	18
KENNEDY CENTER	202-254-3759	19
MALL OPERATIONS	202-426-6841	20
MANASSAS BATTLEFIELD PARK	703-754-7107	20
NATIONAL VISITOR CENTER	202-523-5319	21
PRESIDENT'S PARK	202-755-7798	22
PRINCE WILLIAM FOREST PARK	703-221-2420	22
ROCK CREEK PARK	202-426-6834	24

UNITED STATES PARK POLICE	202-426-6699	26
WOLF TRAP FARM PARK	703-938-3810	27
WHEN WORKING WITH CHILDREN...		29
INTERPRETATION PROBLEMS		30
INTERPRETIVE TECHNIQUES		30
CRITERIA FOR EVALUATING CHILDREN'S BOOKS		33
SUGGESTED READING		32

"By providing special interpretive programs for children, we not only provide them with a rewarding park experience, but also help them to develop values which will enrich their lives."



Manus J. Fish, Jr.
Regional Director, National Capital Region

We wish to express our appreciation to all of the parks for their input.

Berne Teeple	Coordinator/Editor
Laurie McKnight	Assistant Coordinator/Typist
Donald Smith	Design

Antietam Battlefield

Throughout the summer, Antietam Battlefield offered a large variety of interpretive programs specifically designed for children. Each of these programs listed were presented twice or three times in the scheduled week and reservations were required from all participants.

CHILDREN'S MUSKET DEMONSTRATION AND STORY OF BATTLE

High interest is achieved by a "hands-on" demonstration of the musket and then a brief story of the battle and how the musket was used. At the end of the program an activity book is given to each child which reinforces the information presented.

DRUMMER HOFF PENNY THEATER

Using a children's book, Drummer Hoff by Barbara and Ed Emberley, this program introduces the similarities and differences in cannons to the 4-6 age group. Penny Theater involves a sound tape of the story, and the characters are attached to rods and manipulated on a cardboard stage. During this mini stage production, the children are asked to listen and watch carefully because they will have a chance to act it out later. The children make their favorite characters from the story using paper plates and tongue depressors. On the way back to the visitor center, the real cannons are examined and compared to Drummer Hoff's cannon.

SUNKEN ROAD TO BLOODY LANE - A WALK THROUGH HISTORY (ages 9-13)

The reality of this particular battle was impressed upon the children by imaginative techniques on a hike through the area where the bloodshed took place. The children were split into Union and Confederate groups and took positions recreating the battle. Using photos and maps, the interpreters related how this one battle fit in with the entire campaign. The activity ends at an observation tower giving the kids an aerial view of the entire battlefield.

CIVIL WAR CINEMA (all ages)

After a musket-firing demonstration by a Confederate Civil War soldier, the kids then sit back and watch a movie marathon dealing with Antietam and the area. The program lasts approximately one hour.

GUNS AND BUTTER - AT ANTIETAM, YOU CAN HAVE BOTH

Children take a wagon ride to the Philadelphia Brigade Park and hear the story of the Battle of Antietam. A musket demonstration by a Confederate soldier follows, and then an explanation of buttermaking. Under ranger supervision, children make their own butter and eat it on homemade bread. The level of involvement heightens the children's experience and understanding of the time period.

WHERE WERE YOU IN '62? (1862) (age 8 and up)

This evening program introduces children to some of the camp activities of the common Civil War soldier, ie. a campfire, food sampling of hardtack and coffee, and a sing-a-long of the top tunes from the 1860's. Some of a soldier's thoughts and feelings are expressed through stories and letters to home. A night environment changes the mood of the battlefield and allows the children a rare chance to experience the personal side of a soldier's life.

FLAGS THAT TALKED (ages 8-13)

Battlefield communications and its problems was the theme of the final summer program at Antietam. Using signal towers and binoculars, the children saw how flags communicated messages over long distances. After an explanation of morse code, each child made a cypher wheel with his own code. This program was used mainly for Cub Scouts who earned badges through participation. A manual is available upon request for all groups who participate in the program.

FIRING, FOOD, AND FUN FOR THE FOURTH

Children participate in period games of the civil war era and watch a musket demonstration by a Confederate soldier. An explanation of the ice cream making process is given and children get an opportunity to make and sample their own. The ice cream custard is prepared in advance by rangers and the children then work in pairs to freeze it. One child stirs the custard in a metal container and the other turns an ice and salt filled outer bowl. During this 15-20 minute activity, children experience firsthand the transformation from liquid to ice cream.

CHALK TALK

Utilizing area resource people, this program deals with the life of the common soldier. Local artists with an interest in the Civil War volunteer their time to "talk and chalk" about soldier life. Popular with adults,too!

Techniques which proved to be very effective in all these programs were the use of period costumes and name tags for all the participants. The name tags aided in discipline and added a personal touch to the activities.

Branch of Community Services

National Capital Region Branch of Community Services offered a variety of cultural and educational enrichment activities for children in the area parks.

SUMMER IN THE PARKS

The following programs were offered through this program:

1. Craft workshops in macrame, jewelry, hair braiding, and tye dying.
2. Musical performances plus musical instrument workshops. The children made their own instruments and composed sounds on their instruments.
3. Dance performers worked with the children on some improvisational dance techniques.
4. Archaesus Theatrical Group performed and taught workshops on mime and improvisational techniques.
5. Two puppet groups, Jim Rowland's String Magic and the Blue Sky Puppets, performed. Jim Rowland explained the techniques of puppetry and the Blue Sky Puppet Group taught workshops on making puppets.

ARTIST IN ACTION

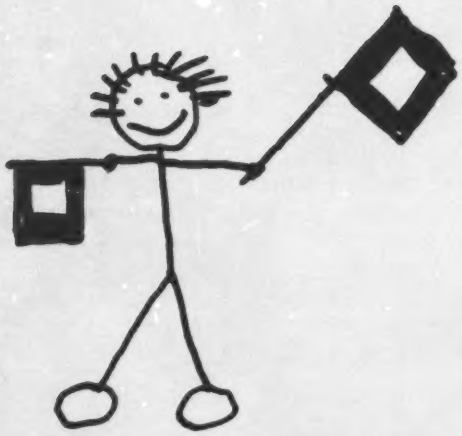
The Artist In Action program, an outdoor art exhibition on the Mall each Sunday from May 28 through September 3, gave children an opportunity to examine closely, and ask questions about, the work of 175 local artists working in the various media.

Two-hour workshops were offered in painting, pottery, sculpture, weaving, silhouette cutting and kite-making.

LIGHTSHIP CHESAPEAKE

After 40 years of distinguished service the Lightship Chesapeake, #116, was retired in 1971 and transferred to the National Park Service for conversion to a floating environmental study site. When refurbishing of the ship was completed at the Washington Navy Yard in the fall of 1972, the Chesapeake moved to her permanent mooring site off of East Potomac Park in the Washington Channel. The ship is open free to the public for tours. Area educational institutions use the ship to supplement their programs in

3



nautical and environmental studies. At the present time, Lightship Living is being implemented by several of these institutions. The Lightship Chesapeake gives Washington area students a chance to role play what life was like on a lightship in the 1930's. A teacher workshop prior to the student's visit aids the teacher in preparing the children for the field trip and in relating the material to other subjects in the curriculum. Studying knots, signal flags,buoys and other nautical skills acquaints the students with what they will find once on the ship. This is one of three Environmental Living Programs in the Metropolitan area. The other two are at Turkey Run Farm and Fort Washington.

Catoctin Mountain Park

The specific children's program for the general public is an environmental discovery walk designed for 8-11 year olds. The park has tried to help them become more aware of their surroundings, the forest, water, and animals. This program helps them to become more attuned to their environment and to learn to live with it instead of against it. The discovery walk runs from May 27 to October 28. Many acclimatization techniques are used throughout the walk.

The park has three resident camps and a public camping area and offers a museum at the Environmental Center, exhibits and audio-visual programs at the Nature Center, and self-guided walks. Also included in the park is a very extensive living history program at the Craft Center.

Three programs are offered to scheduled school groups and are designed primarily for 4th-6th graders.

ORIENTATION TO GROUP CAMPERS

This introduces campers to the environment of Catoctin Mountain Park and makes them aware of the ways they can help the National Park Service preserve its resources.

ENVIRONMENTAL CENTER

The center introduces children to the concept of "Man and his Environment."

CRAFT CENTER TOUR

This tour helps make children aware of man's dependency on the natural resources of the mountain. During October and May, living history programs at the Craft Center are available to school groups on a reservation basis.

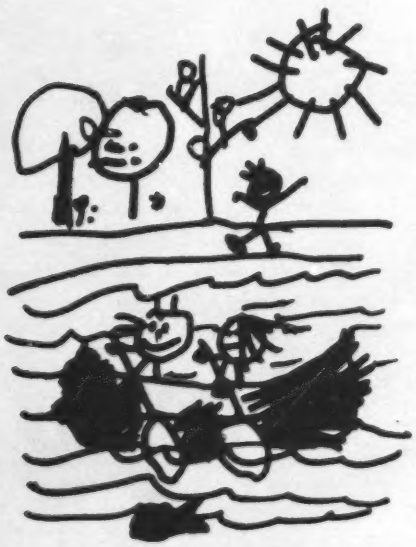
C&O Canal

On-site programs are mostly seasonal in nature and appear to be attended by 8-13 year olds.

Many on-site and off-site programs are given to schools and youth groups and other organizations during the off season in all three districts. These programs consist of films, slides, talks, walks and the showing of "Towpaths West" to familiarize the children with 19th century life on the Canal boats and the workings of a lock.

"Towpaths West" is also shown at the visitor centers and some campgrounds.

Diorama at Great Falls Tavern attracts children and arouses further interest in the Canal.



EDUCATION CRUISE, GEORGETOWN
VISITOR CENTER

A barge trip of 1½ hour duration, including living history and music. Given four times a week Spring and Fall and six times a week in the Summer. (Advanced reservations are required.)

REGULAR BARGE CRUISES, GEORGETOWN
VISITOR CENTER

A barge trip of 1½ hour duration taken by many family groups with living history and music. Given 16 times a week in the Spring and Fall and 24 times a week in the Summer.

CANOE LESSONS, FLETCHERS BOAT HOUSE

Once a week free canoe lessons are given in Summer only. Free lessons are also given at Swains Lock once a week during the Summer. For children 6 and over; must be accompanied by an adult.

A DAY IN THE 18TH CENTURY LIFE
OLD STONE HOUSE, GEORGETOWN

Dress in period costumes, prepare 18th century meal, and learn to spin wool and quilt. Reservations required. In summer involves two children twice a week; in off-season, three children once a week.

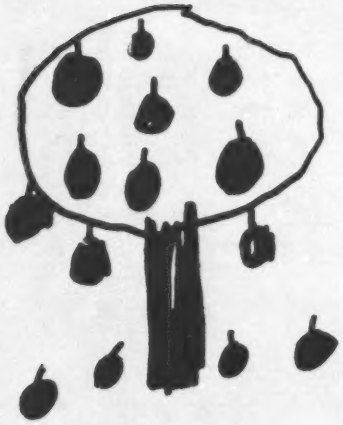
CANDLELIGHT TOUR
OLD STONE HOUSE, GEORGETOWN

Music performed at this family affair, once a month.

FISHING RODEO
OLDTOWN, MARYLAND

Children of all ages up to 15 years can get involved. No fishing license necessary. Prizes for all categories will be given. This is an annual event every June.

5



APPLE FESTIVAL
HANCOCK VISITOR CENTER

This is held in conjunction with the local apple festival in Hancock, Maryland. Johnny Appleseed is enacted and there are movies in the visitor center and tours given on the Canal. This happens one week in the Fall.

Some publications for children:
Samantha Goes to Georgetown, (a coloring book) by Barbara Winslow;
Hey-ey-ey Lock, (a narrative for Grades 4 and 5) by Morris Fradin; and
Golden Nature Guides, which are available at the Park's sales outlets.

National Capital Parks East

Oxon Hill Farm

The Oxon Hill Farm offers a variety of educational programs throughout the year. Group reservations are required to permit staff to plan the day's events in relation to the number of expressed visitors, weather, staff, and equipment available. (Activities may include corn shelling, cow milking, butter churning, egg collecting and cider pressing.) Self-guided tours only.

WOODLOT TRAIL

Self-guiding pamphlet available. There are occasional narrated walks.

SCARECROW PROGRAM

Story telling of the origin of the scarecrow followed by group construction of a scarecrow. (For preschool ages)

DISCOVERY PROGRAM

A collage is used to seek and find various farm equipment and animals. The process is: identification, discussion, and a learning experience by finding the real thing.
(For 1st grade and up)

ENVIRONMENTAL LIVING

This is an overnight experience as an 1890's farm hand. Teacher workshop plus several months of classroom preparation required. Begins September 1978. A teacher handbook and previsit preparation package (kit) is available upon request.
(For 4th grade and up)

NESA PROGRAM

This program provides an outdoor laboratory for the study of various ecosystems (farm, urban, natural) and man's relationship to them. Several month's planning is required. Teacher handbook and workshops available upon request.
(For 4th grade and up)

OTHER FARM PROGRAMS AND ACTIVITIES

Seasonal demonstrations — threshing, corn harvesting, sorghum cooking, etc.

Summer Evenings — periodically scheduled sing-alongs, dances, music, drama, etc.

Youth Gardens — available through Prince George's County 4-H Extension Service.

Daily — routine farm chores such as cow milking, animal grooming, and other chores are demonstrated.

Special — arranged teacher workshop with emphasis placed on teacher's interests and needs, basic familiarization of the area, operations, and service.

Teacher Handbook — guide to the buildings and livestock at the site, with answers to the most frequently asked questions.

Pre Visit Preparation Package — designed primarily for "environmental living" program but it is available to others. This package contains typical farm items, books, and slides/tape cassettes are available.

Fort Dupont

FORT DUPONT ACTIVITY CENTER

Our animal program and animal van are available for on-site and off-site programs.

Kenilworth Park

KENILWORTH PARK

The park has a year-round program instead of groups scheduled only during the school year.

Ford's Theatre

The National Park Service staff at Ford's Theatre was recreating The America of Abraham Lincoln and The Civil War, for visitors to the Theatre this past summer (1978).

INFORMANCES

The Ford's Theatre staff was performing seven times daily in a series of twenty-minute "INFORMANCES" about the song, dance, comedy, and tragedy of life more than a century ago. The performances were scheduled every hour on the hour, from 10:00 am until 4:00 pm daily, except Sunday and Monday, and continued until September 2, 1978. They alternated with National Park Service Historical Lectures about Ford's Theatre and The Assassination of Lincoln, which are free to the public.

The following were the titles of the informances:

Black Swan
Lincoln Years
Assassination
Civil War
Mary Surratt
Stephen Foster
Slaves & Minstrels

George Washington Memorial Parkway

Arlington House

The keynote of this program is "learning by doing," an opportunity for each student to become physically, as well as mentally involved and produce something with his/her hands which can be taken home as a tangible reminder of what they learned.

ACTIVITIES AT ARLINGTON HOUSE

Each class, limited to no more than 40 children, receives a pre-visit package, including a 12 minute slide program introducing R.E. Lee and his family members. Each child also receives a handout with a map of the Arlington estate, floor plans of the house, and a family chart listing all family members and servants with their ages (as of 1857), nicknames, and special interests or duties. In the classroom the teacher also asks each child to choose one of four everyday life activities which they would like to do at Arlington House - house construction, food preservation, family clothing, or indoor gardening. Groups are limited to 10 students. One last preparation is to have

Clara Barton House

each youngster make a name tag so that our staff can quickly get acquainted with them.

Upon arriving at Arlington, the class (divided into their four activity groups) meets our staff and then goes off for a 25 minute look around the house. A ratio of 1 guide per 10 students makes it possible to get each youngster involved in a discussion through leading questions such as "What do you see in this parlor that indicates one of General Lee's pasttimes?" or "How is this kitchen different from your kitchen at home?"

Following the look around the house, the house construction group goes to the garret and the cellar to take a close look at how the house is put together and then get busy mixing up a batch of plaster. The family clothing group goes off to the garret where they try on a trunk full of reproduction clothing from hoops to night skirts. They each then prepare some mid-19th century health and beauty aids.

Meanwhile, in one corner of the kitchen, another group is making batter cakes from hominy and corn meal and stringing apples for drying. In another part of the house the indoor gardening group is trying their hand at making plant cuttings and planting bulbs.

Each youngster ends his visit by taking a sample of his labors back to the classroom-plaster, pots of herb seeds, linen fresheners or batter cake recipes.

As a bit or reinforcement, at the end of each school year, an invitation is sent to all the students who took part in the program, inviting them to bring their families to a candlelight open house. That night the staff stands on the sidelines while each youngster shows his family around the house.

CLARA BARTON HOUSE

There are no specific children's programs at the Clara Barton House, however, tour groups can be arranged for any Thursday or Friday by calling 492-6245. These tours can be geared for all ages of children.

Glen Echo Park

Glen Echo Park is an arts center made over from an abandoned amusement park. Artists in Residence have studios and teach classes in all the old amusement park facilities. Glen Echo's programs for children all focus on developing creativity through active participation.

COURSES AND WORKSHOPS

A great many courses and workshops for children are offered on weekends and after school hours - everything from silkscreening to clowning to bike repair. In this way the Park acts as a resource center where teachers and guidance counsellors can refer children with special interests and talents. The children work very closely with professional artists and instructors (usually 5-8 children in a class) right in the artist's own working environment - the studio. Thus, while learning specific skills, they also learn indirectly who and what an artist is, and how and where an artist works.

SPECIAL POPULATIONS

The Park also has some educational programs for special populations. The Chautauqua School brings high school students who are experiencing great difficulties in the large public schools to the park where they not only complete their academic work but also learn special skills from the Park's resident artists. Most of all, the close personal relationship with adults and the small therapeutic community (20 students, 2 academic teachers, and 8 artists) seems to help these children find themselves and make meaningful choices about their lives. This experimental program is in its 4th year of operation.

ADVENTURE THEATER

Glen Echo also houses a resident children's theater, Adventure Theater, which presents four shows each weekend, a special preschool show on weekdays, and an In-School touring company. Adventure Theater is always open for auditions and many children join in the work of producing these shows, both onstage and behind the scenes.

Great Falls, VA

The imaginative potpourri that is offered for children at Great Falls is quite extensive.

CHAUTAUQUA AFTERNOONS

The weekend programs called "Chautauqua Afternoons" are not geared specifically for children but rather focus on activities that will bring the whole family and all age groups together around the common creative experience. The Chautauqua Afternoons have concerts, plays, workshops, crafts demonstrations, and New Games activities, all free of charge. Also featured are carousel rides on the antique Dentzel carousel with authentic calliola music.

BASS, CATFISH, AND GREAT FALLS

The goal was to teach children how to fish and/or improve their fishing skills and to have fun. The kids learned to appreciate the Potomac River, and without their full support, the river might soon be destroyed by pollution, i.e.,no more fishing. The kids, basically, were acclimatized to fish, water, bait, and scenery which led to a sense of pride in themselves and accomplishment in their power to catch fish for food and sport.

The age level was 8-14 years. The nature of the group can be best described as "parents with children who were interested in fishing." The average walk consisted of 15-20 people, at the most, 40 people. Normally there is a 45% children/55% adults ratio for park visitation.

Preparation time was 10 hours for setting up the aquarium and obtaining live fish, 8 hours for researching fish habits and 2 hours for catching live bait before each walk. The materials used were: an aquarium and accessories, a live largemouth and a live smallmouth bass, several species of live catfish, worms, minnows, a first-aid pack (band aids and a wire cutter for imbedded hooks), newspaper clippings about fishing in the Potomac, books (Trout Madness by Robert Traver is highly recommended for any type of fishing), and Bassmaster magazines.

The program format consisted of the best of learning techniques: "hands-on experience." The gimmicks used were an aquatic live fish display to show what kinds of fish the group would be catching and the difference between a largemouth and a smallmouth bass; a newspaper article that showed a 170-lb. fish caught in 1970 in the area that the group was to fish in (increased group interest!); and a fish-cleaning demonstration in which fish were cleaned in two easy steps with little mess.

ENERGY WORKSHOP

Due to the energy shortage and new administration, the word "energy" has been on the tip of everybodys tongue. In addition to "energy," a few other words come to mind such as money, insulation, solar, oil, conserve and a host of others. These words are reminding us that there is an energy crisis in America.

This program describes a solar energy workshop for kids 8-80, that works.

This program requires more advanced work than most. First off, a basic knowledge of physics helps. Attending a lot of energy workshops, and reading every manual on energy you can find also serve as excellent references.

Goals:

1. To bring about a basic knowledge and appreciation of energy principles.
2. To share the learning experience as a group.
3. To learn by actually participating.
4. To have a creative technical experience.
5. To reinforce #3 above and have fun while learning.

Keeping these goals in mind, here are the materials which will be needed to achieve them:

1. Fifteen clear 7 oz. beer bottles (there are no 7 oz. soda bottles), 15-opaque 7 oz. bottles, 15-7 oz. bottles wrapped in aluminum,
2. Plenty of small colored balloons,
3. Several aquatic thermometers (unbreakable ones are a must),
4. Masking tape (plenty),
5. Scissors, 10 pairs,
6. Pencils and scratch pad,
7. 24 small cardboard houses (2 in. sq.) without topsurface,
8. assortment of cardboard roofs, clear, white, black and foil,
9. 35 Ft. of 2x4 wood,
10. thirty 150 watt spot-lights, and
11. styrofoam (2x6' x ½").

The 2x4 and the lights are needed because of the obvious: the sun doesn't always shine so you make an artificial sun. This can be done by suspending the blubs from a wood frame. Hopefully all the equipment is ready. You've done your homework, and it's on for the workshop.

First off, get to know the individuals you are dealing with. Divide them into groups of five or six and assign them to tables. This program requires a lot of space, so I suggest a spacious room with access to four or five electrical outlets.

At first the kids are all excited about being in the park and it takes awhile to calm them down and they usually give a groan when you set them around a table, but once they get involved things start to go. Start with a discussion about the sun and what would happen if it didn't shine. Trace the events that would occur if all of a sudden it went dark. Then list the things we get from the sun...such as Everything! We get oil, coal, food, you name it. Talk about insulation and all the ways nature does it without us really realizing it. Get them

thinking along those lines; on what the sun can do and does for us every day. Use a flip chart and write down all the kids' ideas.

What to do with all the items you've assembled? Tell each group to discover what they can about the sun's light and heat. They have an hour to perform their experiments and then take ten minutes after they're through to rehash what they've just done and write down their observations.

The next step is to let the kids or whoever, know what they are going to be building and why they have been conducting experiments. This is the time to really get them excited about the project. Give them half of an hour for lunch before proceeding.

Back from lunch and it's time to build solar collectors. Yes, the end result is to have the participants build efficient collectors out of some simple materials that you make available. You talk them through each step, for instance, why they are using styrofoam for insulation or any other material that would produce the same effects. Four basic ingredients for this phase are cardboard, styrofoam, masking tape and aluminum foil. The building of the collectors takes about an hour.

Before you finish with the collectors, instill the feeling of competition in them by telling them the best built collector will produce the best results. Here is where it pays to have the light racks made because if the weather is bad, you can conduct the whole program indoors.

After the water has been placed in the collectors, there is a period of down time in the program and what I did was to take them on a brief walk through the park and had the kids break off into their groups and work up five-minute solar energy commercials. This was always enlightening since it showed if the kids had actually learned anything. Their knowledge was reflected in their commercials.

After the commercials, it is time to check the water in the collectors. This is the reinforcement for the whole program since the kids can then actually see the results of their work. This is interesting because the water in some of the collectors is hotter than others because of design or some other technical reason. I let the teachers determine which one is the hottest, but it is easy to tell because some of the bags of water are almost to the boiling point.

Now that the water test is over, go over a few of the basic principles discussed during the course of the day and then say good-bye to the kids.

Now you're probably asking yourself what went wrong. Yes, contrary to popular belief all programs do not run without a hitch.

First, you can only handle 25 students at a time. Fewer and you would be tying one person down all day for just a few people and if you had more students the program would get out of hand. Secondly, school groups couldn't spend as long on the project. Three to four hours was all that they could spend. Thirdly, it takes a lot of preparation.

On the other hand, the kids had a good time and learned by actually doing. This made the learning experience much more memorable for the kids.

The workshop ran for two weeks and the kids came from all over the Washington Metropolitan area. All of the kids dealt with were 6th graders.

George Tokeida, an educator from the Breely School on Manhattan's East Side, the National Recreation and Park Association, and Ray Kelly are responsible for this program. (For any further information contact Ray Kelly on 759-2925.)

KID'S STUFF

What has 300 legs, 150 heads, and generates more energy than the atomic bomb? The answer is an environmental awareness interpretive program for 150 children that has been held each summer for the past three years at Great Falls Park, Virginia. The purpose of the program is for each child to become aware of his environment by using his five senses; to instill a sense of wonder about nature and the world around us; and to create an appreciation for our environment and recognize man's role in protecting and preserving it.

If kids turn you on like they do the staff at Great Falls Park, here is a rundown on our program entitled "Kid's Stuff." It all started three years ago when Park Technician Charles Mayo developed the idea of a summer program for children involving all techniques of environmental education at Great Falls Park. A program format was developed for children ages 9-12 utilizing many of the interpretive techniques that had been developed over the years, such as new games, acclimatization, nature crafts, fishing, hiking, and water orientation.

Sound exciting? Here are some of the do's and don'ts we'd like to share with you. Assuming that your program has been developed, the next step is to contact and gain commitments from resource personnel. Use your imagination. Don't exclude anyone. Valuable contacts are in your own backyard such as state, county, local agencies, and even regional NPS personnel. By utilizing the resources mentioned above you have the opportunity to draw from a multitude of talent. These individuals usually welcome the opportunity to return to the field as a change of pace and become more aware of the interpretive mission.

Publicity plays a key role in all park activities. Be sure that your press releases are prepared in advance and the public is well informed regarding limitations on registration.

Since most of our areas in the park service operate seven days a week, scheduling becomes very important towards insuring a successful program of this complexity. For example, Kid's Stuff I cost approximately $500. because of unforseen scheduling problems which increased the cost of the program due to overtime and differential pay. Costs for Kid's Stuff II were reduced considerably because of experience gained the previous year. It's important to note Kid's Stuff I and II were week long programs consisting of 9-10 hour days for the staff constituting the extra expenditures, not to mention mental and physical strain on each individual. Through evaluation of Kid's Stuff I and II it was determined that we would attempt in Kid's Stuff III to reach more children in a shorter period of time, and not to exceed a $50. budget.

In the summer of 1977 Kid's Stuff III far exceeded our expectations in the number of children participating and our reduction in total cost. We can attribute our success to a change in the basic format. The five day program was replaced by a one day program given once a week during the month of August. Originally 150 kids participated daily in the week long event. Now children are limited in attendance to one day, and we have approximately 50 kids per day. These changes were made in order to give each child individual attention and a more intensified experience. We felt that some children grew bored with the program by the end of the week, and this was reflected by a rise in discipline problems. Also, we felt by limiting each child's attendance we were eliminating the "baby sitter" syndrome.

If your park is interested in setting up a Kid's Stuff program the staff at Great Falls Park will be more than happy to lend you a hand in getting your program off the ground.

Ed Duffy
Ray Kelly
Sylvia Sloan

Theodore Roosevelt Island

THEODORE ROOSEVELT ISLAND

Tours of the island are given to children's groups by appointment. An Environmental Study Area Kit will be available by the summer of '79 for use by school age children in discovering the island.

Turkey Run Farm

TURKEY RUN FARM - ENVIRONMENTAL LIVING PROGRAM

Within the past fifty years, the United States has become a predominantly urban nation, both in thought and in physical character. Large and middle-sized communities, many within complex urban regions, have evolved to where over seventy per cent of this country's population resides in one and one-half percent of the nation's land surface. By 1980, eight out of ten Americans will probably live in an urban environment. Consequently, the independent rural-oriented living that once characterized this country's social and political heritage is no longer a dominating influence in the lives of most Americans.

In rural surroundings, direct daily contact with the basic natural resources was prevalent, especially within man's immediate environment. As man became progressively urbanized, his intimate association and interaction with natural resources diminished and, with it, his awareness of his dependency on them. Yet, it is imperative that man, wherever he lives, comprehend that his welfare is dependent upon the "proper" management and use of these resources.

Environmental education is aimed at producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to help solve these problems, and motivated to work toward their solution.[1]

One unusually dynamic form of environmental education is the environmental living experience.

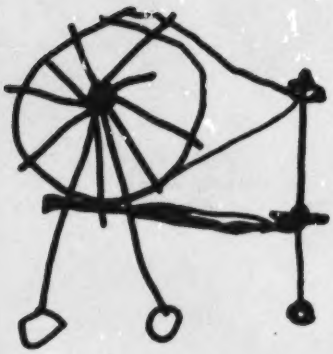
Environmental living, as the name implies, is an actual living, overnight experience for children that takes place at any cultural, historic, or pre-historic site where the interaction and interdependency of man and his environment are presented.

The basic concept of the program is survival. Looking into the past, students gather information on how a particular culture survived in the area where they live now. They use this information to prepare for their own survival for a day, recreating that culture or era they have studied. Through roles they have chosen to play, the students relate the past to themselves in the present. And, finally through their complete involvement in the roles and activities, they consider what might be here tomorrow.

Teachers prepare to help their students plan the live-in by attending a planning workshop. These workshops are generally arranged by an historic site or park, and planned in consultation with teachers who have tried the program in their classrooms. The workshops closely parallel the live-in experience being proposed for the students. The emphasis is on experiencing as well as planning and discussing what needs to be organized for the classes.

The Environmental Living Program is appropriate to all grade levels and content areas. The key to success is preparation. All subject areas and grade levels research such questions as: Who lived here?, What did they eat and where did it come from?, What supplies did they need and where did they get them?, Who was in charge and what "laws" were essential for survival?, and What needed to be cared for and who did the caring? These questions form the basic task groups necessary for survival—food, supplies, order and maintenance.

Through library research, guest speakers, field trips, movies, and other classroom preparation, the students not only learn the facts they need to plan their program, they develop and refine basic skills in reading, writing, speaking, listening, and thinking. The live-in is actually the culmination of the total learning experience - the performance of all the preparation.[2]



Turkey Run Farm has established an Environmental Living Center to provide students the opportunity to explore their environment through the culture of 18th century farm life. (For more information on the Environmental Living Program call 557-1356.)

1 - Quoted from The University of Michigan School of Natural Resources.
2 - Environmental Living Program Kit, NPS.

SENSORY PROGRAM

Turkey Run Farm offers various packets of items that reflect 18th century life. Each packet offers students a unique opportunity to examine these materials through use of the five senses. The following packets may be borrowed for pre-visit or post-visit activities to be used in the classroom:

Sensory Basket of Farm Products,
Lady's Pocket,
Recreation Bag,
Sewing Basket,
Traveller's Haversack, and
A Bag of Clothing.

The articles challenge the participants to use imagination, to raise questions, and to form their own conclusions about life on the farm.

Greenbelt Park

Greenbelt Park has no formal children's interpretive program.

PRE-ARRANGED PROGRAMS

They do - as staffing permits - respond to specific requests for programs. For the most part these take the form of guided walks, talks, and off-site presentations. Every effort is made to gear these to the group to whom they are being presented. (For more information call 344-3948 or 344-3943.)

Harpers Ferry NHP

Presently, there are no interpretive programs specifically designed for children, except for the Civil War U.S. Army Recruiting office. Here children go through the skills tests required of union army recruits, and actually sign a replica enlistment form which they can keep. The program generally appeals to children ages 7-14 years.

Currently under preparation is a window display depicting a typical child's room of the mid-19th century.

RECRUITMENT PROGRAM

The purpose of this program is to portray an actual recruiting office which existed in Harpers Ferry, but mainly to give the children a taste of what military life was like during the Civil War.

The program runs full-time during the summer months and on week-ends in the spring and fall.

In this program the children are asked to perform certain physical exercises (ie., push-ups, stand on one leg, etc.). This is modified for those who are incapable of performing these tasks. All of these activities are patterned after actual Civil War recruitment procedures. The child then takes the oath, and is sworn in.

ENVIRONMENTAL EDUCATION WORKSHOPS

Presently there are two one-day teacher workshops in environmental education being scheduled for the fall of 1978. The teachers will be given some possible activities that they could do with their students when visiting Harpers Ferry. Many schools arrive without prior knowledge of the park. The teacher workshops will hopefully alleviate this problem.

PIECES OF THE PAST (1 hour)

Children ages 8-12 can participate in an awareness and discovery session. Meet across the street from the visitor center. Daily at 2 pm.

ENVIRONMENTAL EDUCATION GUIDE

In addition to the above programs, an environmental education guide has been prepared entitled Environmental Awareness at Harpers Ferry National Historical Park. Information concerning this publication can be obtained by calling 304-535-6371.

Kennedy Center

For the second year the Programs for Children and Youth of the Kennedy Center's Alliance for Arts Education presented two Children's Arts Series and the major spring Festival - An Imagination Celebration 1978. The programs are funded by the Alliance and the John F. Kennedy Center's Corporate Fund. Additional monies were received from McDonald's Corporation for special activities during An Imagination Celebration 1978. The National Park Service Visitor's Services of the Kennedy Center provides special assistance for those programs presented in non-union spaces of the Center.

For the Imagination Celebration 1978 the Programs for Children and Youth began its first Outreach Program. Major components of the Festival were presented in Denver, Colorado during the week immediately following the Washington, D.C. Festival.

A total of nearly 100,000 children participated in the second year's activities.

CHILDREN'S ARTS SERIES

APR. 6-7-8, 1978

METRO THEATER CIRCUS OF SAINT LOUIS, MISSOURI
presents
***SOMERSAULT* a play with music**

In 1975 the Metro Theater Circus received the Winifred Ward prize from the Children's Theatre Association of America for the best new children's theatre in the United States. *Somersault*, their 1977-78 show, presents three traditional fairy tales in a colorful performance that uses music, drama and dance. The cast, headed by Artistic Director Phyllis Weil, includes Nick Kryah, Peter Hesed, Suzanne Costello, Branislav Tomich and Carol Evans.

Recommended kindergarten through 6th grade

APR. 13-14-15, 1978

THE BOB BROWN MARIONETTES
OF ALEXANDRIA, VIRGINIA
present
THE ART OF PUPPETRY

The Bob Brown Marionettes are known throughout the United States as one of the outstanding puppet theatre troupes. *The Art of Puppetry* presents a wide variety of beautifully designed puppets in a show that is as educational as it is entertaining.

Recommended kindergarten through 6th grade.

MAY 5-6, 1978

CENTURY BRASS
OF NORTHERN VIRGINIA
presents
MUSIC FOR YOUNG PEOPLE

Narrator Janet Albright and musicians Robert S. Webb, Larry Ferris, Rosalie Baker, Henry Heyrer and Robert Pellansch present an interesting and educational introduction to brass instruments and perform music ranging from the classical quintet repertoire to jazz and modern. Student involvement and participation are vital aspects of this fast paced performance.

Recommended 4th grade and up

Mall Operations

Many visitors to the National Mall, Washington Monument, Lincoln and Jefferson Memorials, are students. They're awed by the grandeur and serene beauty in the midst of an urban setting. Each Park Interpreter structures information to the particular interest and levels of those he greets.

Important impressions are ones of understanding history, accepting the influence of Washington, Lincoln, and Jefferson on the development of our country, and seeing how the sites were constructed on land dredged from the Potomac river.

Each site welcomes students with physical limitations. Facilities include special parking, restrooms, elevators, and in particular at the Washington Monument, an apparatus to lift a wheelchair to the observation windows.

Manassas Battlefield Park

Manassas Battlefield provides both on and off-site interpretive programs specifically geared for the young. Program goals are to help children realize and understand the relationship between history and themselves. Advance appointments are encouraged so they will coincide with slack periods of visitation.

ON-SITE PROGRAMS

Site-oriented programs are held at the Visitor Center. Teachers and their classes are greeted and shown the slide show and battle map presentations, each 12 minutes duration, to acquaint them with the park's major themes. An interpretive staff member conducts a brief tour of the museum and points out significant artifacts. Then it's outside to the battlefield.

Values of teamwork and discipline are communicated by selecting volunteers to man one of Stonewall Jackson's cannon. Or musketry demonstration, with a Living History interpreter dressed as Yankee or Rebel, describes the experience of the Manassas Battles. These are two programs that are very popular.

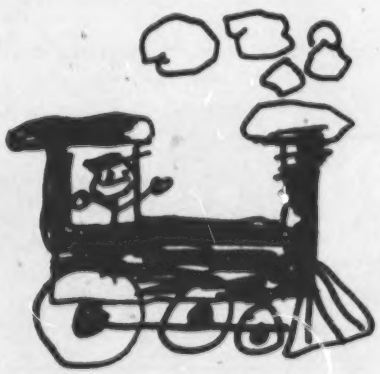
OFF-SITE PROGRAMS

Off-site programs are presented upon request. Civil War medicine is the secondary theme of Manassas. After the weapons and missiles of destruction are displayed and explained, the crude instruments and techniques of the surgeon, including a simulated "amputation," bring history to life.

National Visitor Center

An imaginary train ride, films, drawing and interpretive walks are available to children who visit the National Visitor Center.

Arrangements for all children's programs should be made in advance. Teachers or group leaders please call 202-523-5033 for reservations.



IMAGINARY TRAIN RIDE

The National Visitor Center will be offering an imaginary train ride for 3rd and 4th grade student groups. While aboard the train the students will be exposed to the history and operation of trains in the United States. The children will view a short film about trains and draw railroad related pictures for exhibition.

INTERPRETIVE WALKS

Interpretive walks of the National Visitor Center, Historic Union Station, are given to children's groups of all ages. The walk includes a slide program welcoming the group to Washington, and a 23 minute film about the development of America. Hopefully, each child leaves with a better sense of the history of the Center and an orientation to the Nation's Capital.

President's Park

Off-Site and on-site programs are offered to interested groups in the Washington area. Some of the off-site visits are followed by on-site tours of Presidents Park and the White House.

Thirty per-cent of the visitors to the White House are under the age of 15.

ON-SITE PROGRAM

The on-site program's goal is to acquaint the groups with some background on the history of the White House and the first families who have occupied it. To make the White House come alive for the children, they hear a variety of anecdotes and incidents involving the ghosts who haunt the house, the children and pets of the presidents and other human interest type side lights.

OFF-SITE PROGRAM

The White House offers an off-site slide program to schools and interested groups, followed by a question and answer period. The off-site program will run from October 3 to December 15, and March 1 to June 15, 1979.

Prince William Forest Park

Several interpretive children's programs are scheduled throughout the year. Participants come from one day school visits, resident school camps, families camping in nearby campgrounds, and daily visitors. Having fun while learning about the forest environment is stressed in all programs.

ORIENTEERING

The major program, 1½ hours of orienteering, offers the children a chance for adventure while they locate sites around the park using a map and compass. Used mostly by Scouts and school groups and occasionally by families, this program runs year round.

TREE IDENTIFICATION (ages 8-13)

Done as a game, each child finds premarked trees and draws a picture of the leaves on a supplied handout. The drawings are then correctly labeled and all questions are answered. The materials used are Master Tree Finder by May Watts, Nature Study Guild, 1963, Nature Games, a handout from NPS, and the handout for the children's answers. This program is used mostly for Cub Scouts.

A second part of this tree identification is another game called Tree Matching. Lined up in groups, the children at the head of each line receive a leaf and at the signal they try to find a leaf of the same species. When they return, the leaf is passed to the children on down the line until everyone has matched the leaf. Points are awarded, one for correctly matching the species, and two if the species is correctly identified.

BEAVER POND HIKE (ages 5 & up)

The purpose of this program is to learn about beavers while having an enjoyable hike through the forest. The interpreter talks about relevant forest plantlife such as poison ivy, on the way to the pond. When he/she is within ½ mile from the pond, a request for quiet is made by asking the children to pretend they are Indians who are sneaking up on the beavers. The only material used is a beaver skull which shows the important beaver teeth. Questions are taken anytime. On the way back the children are entertained by singing sorgs.

LIFE IN A DEAD TREE (ages 3-9)

After seeing a film called "Life in a Dead Tree," the children are allowed to explore a dead tree to discover what lives there. Group size is approximately 25 children.

TAKE A CLOSER LOOK (ages 3 & up)

Using magnifying glasses in a group of ten, everyone gets on hands and knees and examines the small living things otherwise overlooked.

LIFE IN A VACANT LOT (ages 5 & up)

Using a film, "Life in a Vacant Lot," a feltboard with a city background and one with the forest background, this program relates to urban children that a vacant lot goes through separate stages of development similar to those of a forest.

SNAKES OF PRINCE WILLIAM FOREST PARK (ages 3 & up)

Helping children to learn that snakes aren't mean and slimy, this program uses a Department of the Interior handout titled "Snakes: Facts and Fables" along with seven captive snakes. After the children answer the handout, they are shown the snakes are allowed to touch one if they wish. It is usually presented to resident cabin campers in a group size of 20.

TOUCH AND FEEL (ages 7-12)

This program attempts to give the children a greater appreciation for the five senses. An assortment of items, such as furs, rocks, wood, turtles, shells, antlers, etc., are used. Blindfolds are distributed among half the group and the other half act as guides. Patterns and textures are emphasized. The group uses the Nature Trail for its discovery walk.

BOB BROWN MARIONETTES - 'TO BEE OR NOT TO BEE' (all ages)

This performance is present at the Nature Center in the park throughout the summer. The presentation offers the audience a chance to become more aware of the colonies of bees.

Rock Creek Park

The programs designated for children in Rock Creek Park cover a variety of areas.

A teacher's guide is available which gives explanations of the different programs being presented in the park.

Rock Creek Park has compiled a package that deals with environmental education programs which will provide area schools with an interesting and workable plan for nature study. A leader's orientation/workshop will be held in the park on the third Saturday of September, October, November, March, April and May. For information, contact the Rock Creek Nature Center on 426-6829 for specific time and place.

JUNIOR NATURALIST PROGRAM

This program deals with children 9-12 years of age. It was created so that the participants could gain a better understanding of the natural environment. Acclimatization, games, role playing, sensory experiences, camp crafts, animals, and films are used tc present this program.

TALES FOR TOTS

Children's books, singing, and animals are the vehicles for this particular program. The audience is made up of 3-6 year olds. This experience hopefully exposes the children to an understanding of how they fit into the world around them.

CHILDREN'S PLANETARIUM (ages 4-7)

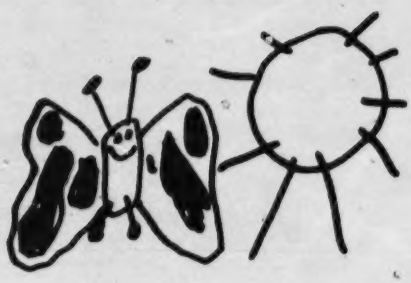
Designed to give children a basic introduction to the night sky, planets, stars, and the constellations. With this experience children may start to show an interest in astronomy. Materials used are the Spitz projector, music, and publications.

PLANETARIUM PROGRAM (ages 7 & up)

This program gives this age group a more in-depth understanding of the solar system and helps them achieve a deeper understanding of how our world and the galaxy are related to them.

RESIDENTS OF ROCK CREEK PARK

Children are exposed to the variety of wildlife to be found in the park. After this experience, the groups may be able to better understand the animal habitats which exist right under their noses. There is much group participation involved by using sensory experiences and role playing.



ORIENTEERING (all ages)

The children have an opportunity to learn their way through the forest by using maps and a compass. This enables them to attain skills in direction and a better knowledge of a compass.

PEIRCE MILL (ages 5-13)

The group is introduced to a restored 19th century grist mill in operation. The children are exposed to what life was like in the mill and the importance of the mill in everyday life in that period. Activities include grinding corn, living history, and a question and answer period.

LITTLE GIANTS (grades 4-12)

A 20 minute look at the insect community. Children become better acquainted with the appearances and habits of insects and their relationship to animals as well as man.

POWER OF GREEN (grades 4-8)

A 20 minute slide show to become better acquainted with Rock Creek Park's plant residents. Outdoor exploration follows the slide show.

KID POWER
(for young children and their parents)

Environmental games stressing the use of the senses are played, to become more aware of the environment.

DRAWING LESSONS

Free drawing lessons by Millicent Radar, M.F.A. in painting and sculpture, are held at the Art Barn on Saturdays, except the third Saturday of the month. Beginners, 12-2 pm; advanced, 10-12 noon. Reservations are necessary. (426-6719)

United States Park Police

Operation-Green Thumb is an environmental education project initiated by the Community Relations Unit of the United States Park Police in cooperation with the National Park Service - National Capital Region - East Office.

OPERATION-GREEN THUMB

This program is an outgrowth of last summer's KOPS (Keepers Of The Park Service) project. Youth from the 4th grades of six D.C. Public Schools adjacent to or near park areas were chosen for this program.

Operation-Green Thumb is designed to provide these youths with the opportunity to develop self-confidence and initiative, increase their knowledge of garden and farm produce, select and evaluate quality produce, learn by doing in and outdoor environment. and to help them gain knowledge of the food chain; to show the rewards of hard work and to establish rapport with Park Service and Park Police personnel. To accomplish this task the superintendent, National Capital Region-East Office, designated to this project two acres of land at Oxon Hill Children's Farm.

National Capital Region-East Office cultivated the land. Participants in the project planted the seeds and young plants, and worked the garden until the crop was ready for harvest.

In addition to working, the participants enjoyed making scarecrows, visiting the Green Giant Canning Company, taking a trip to Beltsville Agricultural Center, and sometimes enjoying themselves swimming at East Potomac Swimming Pool.

At the end of this enrichment experience the participants will harvest their rewards. The youths from all six schools will meet each other for the first time at a gala event. The crops will be harvested and divided among the participants.

Those youths who demonstrated the most motivation and initiative during this season will be chosen as group leaders for next year.

Wolf Trap Farm Park

Performing arts is the theme for interpretation at this particular site. A variety of visitor services and interpretive programs are presented at Wolf Trap. The visitor services include a general tour of the Filene Center upon request.

The goals of the Wolf Trap Interpretive Program are to expose the visitor, from toddler to senior citizen, to the diversified areas of the performing arts. Daily programs for children of all ages are held in the Theatre-in-the-Woods and Meadow Tent. A schedule of the activities for the 1978 season is listed in this handbook. All programs are free. Reservations must be made by calling Wolf Trap's Interpretive Office on (703)281-5587, from 9 am to 4 pm Monday through Friday.

THEATRE-IN-THE-WOODS
June 26 through August 25 (Monday-Friday)

10:30 am	Bob Brown Marionettes: "Peter and the Wolf", plus "Strings and Things"
12:00 noon	Craig Babcock: "Mime"
1:30 pm	The Young Columbians: A Musical Review,"Entertainment - U.S.A."

THE MEADOW TENT
June 26 through August 25 (Monday-Friday)

10:30 am	Interplay Productions: "The Curious Computer From Planet Z" (A group participation event)
12:00 noon	Interplay Productions: "The Curious Computer from Planet Z"
1:30 pm (Tuesday & Thursday only)	Children's Opera Theatre: "Introduction to Opera"

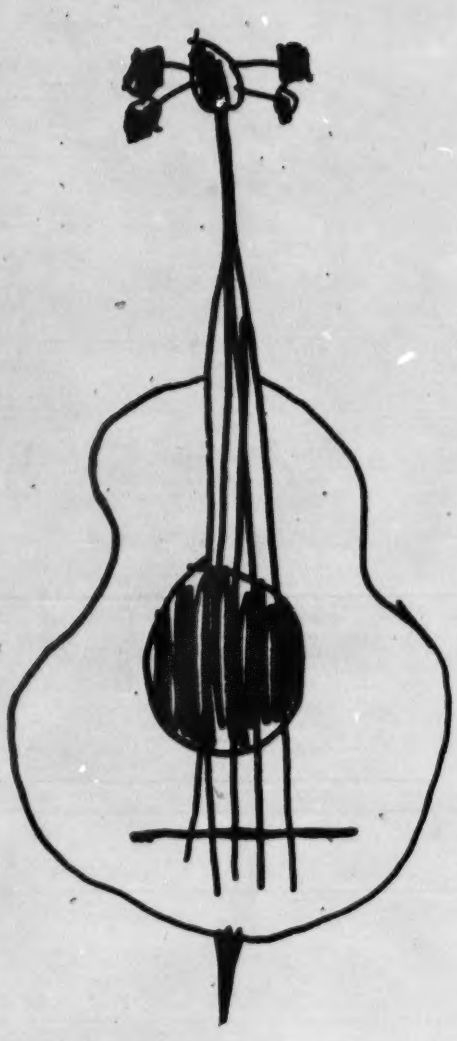
THEATRE-IN-THE-WOODS, SATURDAYS ONLY
June 24 through August 26

11:00 am	Children's Opera Theatre: Offenbach's "BA TA CLAN"

PERFORMANCE PREVIEWS

The Performance Preview is designed to provide a broader understanding and appreciation of the performing arts. Such areas as the techniques of theatrical production and the artist's involvement in the various levels of production are examples of the frame of reference of these programs.

June 4	Technical tour of the Filene Center stage and discussion of the Metropolitan Opera on tour (1 pm & 2 pm)



June 21,22 & 23	Musical Theatre from a Performer's View: Michael Hume, 7 pm.
July 6	Beethoven: Fred Scott, 7 pm.
July 13,14 & 15	Gilbert and Sullivan: Fred Scott, 7 pm.
July 18,19 & 20	Chinese Performing Arts, 7 pm.
August 29,30 & 31	Musical Theatre from a Performer's View: Michael Hume, 7 pm.

CONVERSATIONS WITH ARTISTS

Conversations with Artists is another type of interpretive program which seeks to bring the audience and the artist together in an informal setting so that the artist may share his or her thoughts on the particular performing art to be shared that evening. In these programs, the artists or speakers are there to enhance the enjoyment and understanding of the particular performing art to be experienced that evening.

June 16	Aaron Copland
June 17	Sarah Caldwell
June 29	Julius Rudel
June 30	Franz Allers
August 11	Mstislav Rostropovich
August 12	Mstislav Rostropovich

Helpful Hints.....

WHEN WORKING WITH CHILDREN...

some characteristics to keep in mind:

1. Children learn at a phenomenal rate.
2. Children delight in the superlative. (biggest, smallest, tallest, etc.)
3. Children love personal examination by smelling, tasting, or touching.
4. To children, everything stands by itself.
5. Children associate themselves with the scene or the events.
6. Children usually see and experience more than adults.
7. Children want to know the "why" of things. It is very hard to get abstract ideas across to them (such as "beauty") unless they have a foundation of facts built up first.
8. Children don't like to be called children or talked down to.

CHILDREN AND ROLE PLAYING

Children enter the realm of make-believe very easily and when it it is shared with an understanding interpreter the tour becomes an unforgettable experience.

Children like to be actors, not spectators. They like to participate and become part of the scene they cherish.

Role playing is a very spontaneous and creative medium.

School children are very sensitive to the mood of places.

The ability to explain an area to school groups, taking into consideration their age, sex, race, background, education levels and past experience, is the prime attribute of a good interpreter for children.

PROBLEMS

that arise while working with children

Wrong Programs For Age Group
Keeping Confined
Exhibity-Too Many Buttons
Our Approach and Attitudes (Values)
Waiting Lines
Too Many Kids
No Control
Safety
Pre-Information Barrier
Reservations
Food/Drinks
Knowing Where They Are
Getting Them There
Destruction
Attention Span
Parental Interference
No Good Books
Evaluation of Results
Hate Kids
Kids are Folks
Physical Space
Boring
Wrong Time
Creative Shortage
Facilities Limited
Kid's Expectations
Not Interested
Not Enough Staff
Kids Are Afraid
Unscheduled Groups
Inadequate Directions
Bathrooms
Short Kids - Exhibits Too High
Teacher's Attitudes-Interference
Poorly Marked Trails, Kid's Make New Pathways
Organization
Kids May Be Too Advanced
Feedback
Clothes
Interpreters Style
Training Staff

TECHNIQUES

when working with children

Collecting
Acting
Dressing up
Dancing
Playing
Eating-Cooking
Audio-Visual
Poetry
Music
Talking About Self
Drawing
Looking
Pencil Games
Role Playing
Singing
Identifying
Mime
Leaving Them Alone
Give Me Your Hand
Text
Charades
Whispering
Environmental Living
Loving
Story Telling
Observing
Questioning
Pretending
Being Messy
Touching
Resting
Involvement
Exhibitry
Building Things
Judgement-Values
Running
Smelling
Art
Experimenting

CRITERIA FOR EVALUATING CHILDREN'S BOOKS

It should be noted that the criteria relevant to adult literature and the criteria relevant to children's literature may differ markedly in important ways.

1. Most children have had more limited experience - more limited in both kinds and amount - than most adults. This means that books for children, by the very nature of their readers, must work within a narrow circle of reference or that if they go far beyond childhood's common experience, they need to explain it to a degree not ordinarily needed in writing for adults.

2. Most children, besides having a more limited range of understandable experience, have a more limited range of language experience than most adults do. This means that even for the experience he has had, the young child probably possesses a more limited terminology than his elders have.

3. Not only is the child reader limited in the amount and kind of experience he can comprehend and the language about it which he can take in, but he is also limited in his ability to attend to those experiences over lengths of time.

4. Besides having a shorter attention span than older persons, the child normally cannot manipulate as many elements at once. He finds it difficult to attend to more than one or two developing ideas or lines of action at the same time, to trace out relations among numerous persons, places, and events.

5. Children are less inclined than older persons to worry over probability, over the question, "Is this thing likely to happen, or at least to happen in this way?" They are less likely to insist that rationalistic criteria be applied to all kinds of events. In their thinking certain expectations and conventional ways of thinking are not yet firmly established ... Still, children may - in fact, are very much inclined to - insist on things being consistent within a certain set of circumstances ... But that child may well be more agile than many adults in moving among well-developed frames of reference...

James S. Smith
A CRITICAL APPROACH TO CHILDREN'S LITERATURE
Mc Graw-Hill, 1967

Good books for children will ask a child "to do more than read. They will ask him to grow angry and to be sad, to laugh and to cry, to remember and to project, to feel the softness and sometimes the harshness of the elements, to judge and to show compassion, to imagine and to wonder. They are books which recognize the 'inner child,' and so reach out to him, leading him forth to share experiences beyond his immediate, tangible horizons. These are the books which make their statement with the integrity, validity, and beauty which we recognize as literature."

James E. Higgins
BEYOND WORKS
Teachers College Press, 1970

"Children's reactions to books are important, however, for a book that is not read by children cannot be considered a good children's book."

Charlotte S. Huck
CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL
Holt, 1968

SUGGESTED READING

ACTIVITY BOOKS - Activities to do with Children

The Whole Kids Catalog	Peter Cardozo	$5.95
The Second Whole Kids Catalog	Peter Cardozo	7.50
I Am Not a Short Adult!	Marilyn Burns	4.95
Everybody's A Winner	Tom Schneider	3.95
The Great Perpetual Learning Machine	Jim Blake and Barbara Ernst	7.95

RESOURCE BOOKS - When Developing A Program for Children

Thinking is Child's Play	Evelyn Sharp	1.75
Play Therapy	Virginia M. Axline	1.95
What Do I Do Monday?	John Holt	1.50
A Parent's Guide to Children's Reading, fourth edition	Nancy Larrick	1.95
Children and Television, lessons from Sesame	Gerald S. Lesser	3.45
How Children See Our World	Jella Lepman	3.95
Schools Without Failure	William Glasser, M.D.	2.95
The Child's Conception of the World	Jean Piaget	3.95
The School Book	Neil Postman and Charles Weingartner	3.25
Instead of Education, Ways to Help People Do Things Better	John Holt	3.45
How it Feels to be a Child	Carole Klein	2.95
The Incredible Television Machine	Lee Polk and Eda LeShan	6.95
Between Parent & School	Murray Kappelman, M.D. Paul Ackerman, PhD.	8.95

CHILDREN'S BOOKS - for Children

You Think Just Because You're Big You're Right	Albert Cullum	$5.95
Charlotte's Web	E.B. White	1.50
Hug Me	Patti Stren	5.95
Hope for the Flowers	Trina Paulus	4.95
The Little Prince	Antoine De Saint-Exupery	6.95
Handtalk, an ABC of Finger Spelling & Sign Language	Remy Charlip, Mary Beth, and George Ancona	5.50
The Giving Tree	Shel Silverstein	
The Missing Piece	Shel Silverstein	5.95
Girls Can Be Anything	Norma Klein	1.95
The Velveteen Rabbit	Margery Williams	3.95
William's Doll	Charlotte Zolotow	4.95

★U.S. GOVERNMENT PRINTING OFFICE: 1979 O—622-021/666 REGION 3-1